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ABSTRACT

This competency-based preservice home economics teacher education module on managing a food service operation is the third in a set of three modules on occupational education relating to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview one unit of instruction is presented on management, menu planning, and budgeting in a food service operation (includes three lessons, each on one of the aspects named in the unit topic). Each lesson generally includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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OCCUPATIONAL STRAND:

FOODS AND NUTRITION

MODULE II-C-3 MANAGING A FOOD SERVICE OPERATION

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

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TABLE OF CONTENTS

Module Objective . . . . . .Page 1
Module Overview. 1

UNIT 1--MANAGEMENT, MENU PLANNING, AND BUDGETING IN A FOOD SERVICE OPERATION 2
Objectives. 2
Overview. 2

Lesson 1: Financial and Managerial Procedures and Policies. 3
Narrative Summary 3
Suggested Activities. 3

Lesson 2: Management By Menu Planning 10
Narrative Summary 10
Suggested Activities. 10

Lesson 3: Budgeting 13
Narrative Summary 13
Suggested Activities. 13

Suggested Resources. 16

MODULE PRE/POSTTEST. 17
Answer Key. 23

MANAGING A FOOD SERVICE OPERATION

Module Objective

The MATCHE student will be able to correctly list and justify budgetary items and budgetary procedures, and describe financial and managerial considerations for a food service or hospitality program.

Module Overview

All food service or hospitality operations must operate on a specified budget. The success of the operation depends upon the provision of the services and products which meet maximum standards at minimum costs. Planning a food service operation on a specified budget requires competence in such areas as equipment purchase, food buying, maintenance costs, personnel selection, and sanitation.

To adequately prepare you for specifying budgetary items and for managerial duties of a food service operation, this module consists of one unit with three lessons entitled:

Lesson 1: Financial and Managerial Procedures and Policies

Lesson 2: Management by Menu Planning

Lesson 3: Budgeting

Guide

As a first step in accomplishing the objectives of this unit, review the literature in the resource list. Use questions as a progress check to determine gaps in your knowledge and comprehension regarding unit objectives. The activities are designed to develop abilities to apply knowledge realistically to specific situations presented in the objectives.

UNIT 1

MANAGEMENT, MENU PLANNING, AND BUDGETING IN A FOOD SERVICE OPERATION

Objectives

Management is an art and a craft, and the manager uses many tools, but the essence of management is coordination. Basic policies and procedures established along with the budget provide for the most productive environment. The MATCHE student will be able to identify and describe the financial and managerial procedures and policies which provide for successful food service operation.

One of the major problems faced by food service managers is controlling costs as well as knowing where costs are incurred. The basic tool for management and accounting is the menu. The MATCHE student will be able to plan a menu for a department store luncheon room and figure the cost per serving for each item on the menu, and will relate this to the profit margin of the establishment.

Budget is a financial statement of estimated income and expenses necessary for the successful operation of any business. The MATCHE student will be able to list and justify the budget items which are appropriate for the food service operation.

Overview

The business engaged in the service of food, whether it is connected with a hospital, school, institution, restaurant airline, company cafeteria or department store,must provide for smooth, controlled operation through its budget. Administration and personnel, purchasing, receiving and storage, menu-planning, food preparation and cooking, food distribution and service, sanitation and safety, maintenance and repairs, and ways of accounting for these are all functions which must be considered when budgeting for the food service operation.

The purpose of this unit is to help the MATCHE student identify and describe the financial and managerial policies and procedures which contribute to the smooth operation of a food service. Menu planning is a controlling factor in food service management, and you will learn to plan a menu for a department store luncheon room and figure the cost per serving of each item on that menu in order to relate it to the profit margin of that business.

Lesson 1: Financial and Managerial Procedures and Policies

Narrative Summary

The food service industry is rapidly growing. In order to operate a successful and thriving food service business, proper planning, efficient organization and quality control are important factors for a productive business.

Suggested Activities

Part A

Develop a glossary to include each of the following terms used in relation to the objective of this unit.

ability
administration
aspergillus
attitudes
authority

bacteria
bactericidal
bacteriostatic
behavior
botulism
budget

carrier
chain of command
chain of management
cholera
clean
cleaning agent
coccus
coliform bacteria
communicable disease
communication
competence
consultant
consumer
contaminated
control
cooperation
costs
cross contamination

danger zone of bacterial growth
delegating
directing
discipline
disease
disinfectant
dysentery

efficient
epidemic
ethics
evaluation
experience

financial
food
food handler
food infection
food intoxication
food poisoning
food spoilage
food service
foodborne illness
fungus, fungi

generation time
germicide
goals
growth curve
growth of bacteria

health
hepatitis
hygiene, personal

immunization
incentive
incidents
incubation time
infectious
infectious foodborne
inhibitors
instruct
intoxication

job analysis
job description
job specification

labor
leadership
logic

management
manager
middle management
molds
money
motivation

objectives
operations
optimum
organizational chart
organizing

parasites
pasteurization
pathogenic
pathogens
performance
perfringens
perishable
physical plant
planning
policies
pollute
potentially hazardous foods
preparation
procedures
promotion
protozoa
psychrophilic
ptomaine food poisoning
purchasing
putrefication
putrid

quality control
qualifications

recommendations
recontamination
responsibilities
route of disease transmission
rules

safety
salmonella
sanitation of foods
schedules
shop steward
span of control
specialists
spoilage of food
spores
standard
staph
staphylococci
sterile
storage
strategies
streptococci
subordinate
supervisors
system

techniques
thermoduric bacteria
thermophilic bacteria
time-temperature control of bacteria in food
toxic food
toxins
training
transmission
trichinae
trichinosis
trust

understanding
unions
unity of command
U.S. Dept. of Agriculture
U.S. Dept. of Food and Drug Administration
U.S. Dept. of Health, Education and Welfare
U.S. Dept. of Public Health Service

vegetative bacterial cells
vehicle transmission
vermin
viruses

wholesome foods

yeasts

Part B

1. What are the basic management concepts?

   a. d.

   b. e.

   c.

2. What factors are considered within the controlling concepts of management?

   a. c.

   b. d.

3. The responsibilities of the food service manager vary according to the type and size of the facility; however, the basic principles are the same. What are the responsibilities of the food service manager?

   a. d.

   b. e.

   c.

4. What is a manager's most important quality?

5. What are the five steps in planning?
   a.
   b.
   c.
   d.
   e.

6. Will an efficient worker make a good leader? Why?

7. Organizing, managing, directing, and controlling are dependent upon what skill?

8. What are the four keys to planning?
   a.
   b.
   c.
   d.

9. What are the eight principles of organization?
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.

10. Good bookkeeping is the basis for developing a practical budget within your means. List six steps in building a budget.
    a.
    b.
    c.
    d.
    e.
    f.

11. What source do you use to predict future costs?

12. Why is it important for food service managers to know accounting principles?

13. Name and describe two ways by which a company's financial reports are used by other than its own management.
    a.
    b.

14. Explain the increasing reliance on financial reports as a food service company expands its operations.

15. What is the main purpose of the balance sheet?

16. What does the income and expense statement mainly tell us about a business?

17. What three groups, other than management,have a valid interest in the financial statements of a food service company?
    a.
    b.
    c.

18. Describe the type of information a food service manager might look for in comparing his balance sheets with industry averages.

19. Why is a food service manager especially interested in the income and expense statement when analyzing operations?

20. Explain why the food service manager is interested in industry trends.

21. Who should participate in developing the budget? Discuss.

22. Describe briefly the problem we face in deciding when to make a budget.

23. What is the purpose of a flexible budget?

24. How is the budget used as a control device by management?

25. Why must managers spend a great deal of time managing working capital?

26. How does management use organizational charts and the budget in exercising control over costs?

27. What are the causes that may change sound food to poison, and where are these undesirable forces at work?

28. What is the meaning of sanitation in food service?

29. What is transmitted through food which causes communicable diseases?

30. What three factors stimulate bacteria growth?
    a.
    b.
    c.

31. What is the Danger Zone?

32. Can bacteria be killed by heat? Explain.
    a.
    b.

33. What is food spoilage?

34. What are nonperishable or staple foods.

35. What is the difference between disease transmission and food poisoning?

36. Name some very important diseases that have been known to be transmitted through food.
    a.
    b.
    c.
    d.

37. What is a carrier, and what is his role in disease transmission? Explain.
    a.
    b.
    c.

38. Define "potentially hazardous foods."

39. What is the food operator's responsibility to his customer?

40. What is the primary objective of any cleaning operations? Why is this objective necessary?
    a.
    b.

41. What features are important in purchasing food-preparation equipment?

42. What information should a cleaning schedule give?

43. What government agencies are responsible for safeguarding the wholesomeness of food?

44. What food products are considered potentially hazardous?

45. What are the general rules for purchasing a sound food supply?

46. What are management's responsibilities in "safe" food handling? What are the employee's responsibilities?
    a.
    b.

Lesson 2: Management By Menu Planning

Narrative Summary

An elegant folio with golden tassels or a simple sheet of paper to announce the bill of fare--the menu is the working document in any food service establishment. It is the purchasing guide, the work order, the service schedule, and a primary means of advertising. Menu writing is a very important craft.

In this lesson, you will learn to plan a menu for a department store lunchroom and figure the cost per serving of each item on the menu. You will also become aware of how the functions of the menu relate to the profit margin of the establishment.

Suggested Activities (Independent Library Study)

Part A

Develop a glossary to include each of the following terms used in relation to the objectives of this unit.

à la carte
"atmosphere"
aperitif

bill of fare
buffet
blender
blank check purchasing
bidding

California menu
call sheets
catered foods
catering
central commissary
clientele
competitive bids
cost plus purchasing
cost sheet purchasing
cyclic menu

daily cost record
disinfectant
duty schedule
decor

entrée

food delivery system

grinder

hot tables
hermetically sealed

in-service training

market quotation sheets
"made" dishes
meal plan
menu
micro-organisms
mixers
modified diet

occasion foods

palatable
periodic inventory
perishable foods
perpetual inventory
pesticide
pilferage
pricing
profile care
profit margin
purchasing agent
purveyor

quantity discounts

receiving clerk
recommended Daily Dietary Allowance
registered dietitian
request for credit

sanitation
sales history
specifications
standard portions
standard or standardized recipe
standards of identify
staple items
stock control
storekeeper
supplies requisition

table d'hôte
therapeutic diet
tray delivery

U.S.D.A. grades

vendor

Part B

1. In planning menus many factors must be considered. List and explain at least eight of these.
   a. e.
   b. f.
   c. g.
   d. h.

2. An appealing menu presents food in an appetizing way. List and explain at least five contrasts which must be considered when planning a menu.
   a. d.
   b. e.
   c.

3. Food provides nutrients which maintain life and is often classified accordingly. List these nutrient classifications and explain the importance of them in planning menus for commercial food services, including restaurants, fast-food services, and company cafeterias. Do these have a different importance in institutional food service menus? Explain their role in hospital, convalescent home, or school lunch service menus.

4. The menu is the key to controlling all food service activities and costs.
   a. Plan and arrange in proper form a menu for a department store lunch room, including a daily special for each day for one week.
   b. Compute the cost of each item on the menu.
   c. Evaluate your menu for:
      (1) nutritional adequacy
      (2) effective use of personnel
      (3) effective use of equipment
      (4) effective budgeting

5. List threee purchasing guides that can aid you in determining grades, servings per unit, and quality desired for specific use.
   a.
   b.
   c.

Lesson 3: Budgeting

Narrative Summary

A budget expressed in financial terms is essential to all operation plans. Budgets serve as a means for evaluating and controlling operations and can further be used to motivate personnel and as a means of developing controls as the business progresse through the budgeted periods of operation.

Suggested Activities (Independent Library Study)

Part A

Develop a glossary to include each of the following terms used in relation to the objectives of this unit.

account
accountant
accounting equation
accounting period
account payable
account receivable
accrual accounting
accrue
asset
audit

balance
balance sheet
bookkeeper
break-even point
budget
business entity

capital
cash
cash accounting
consistency
corporation
cost
cost of sales
cover
credit
creditor
creditor's equity
current assets

debit
deficit
depreciation
double-entry accounting

earnings
equity
expenditure
expense

financial position
fiscal year
fixed assets
fixed budget
fixed costs
flexible budget
food service
franchise
full disclosure

going concern
good will
gross profit

historical cost

income
income and expense statement
inventory

journal

ledger
legal entity
liability
liquidation
liquidity
loss

matching
mean
median
mortgage

net assets
net profit
net worth
note payable
note receivable

open account

partnership
periodicity
posting
prepaid expense
prime cost
profit
profit and loss statement
pro forma
proprietorship

revenue

sale
single-entry bookkeeping
solvency
statement of changes in financial position
statement of financial position

t-account
transaction
trial balance
turnover

variable budget
variable costs

Part B

1. What are the three different types of budgets in relation to food service operation? Explain.

2. Why make a budget?

3. What evaluations are determined from budgets?

4. What does budget-time mean?

5. Who usually participates in preparing the budget? Can all employees participate in budget preparation? How?

6. What is a fixed-operating budget?

7. How do budgets control cost?

8. Make a fundamental outline of a balance sheet.

9. Explain the difference between the balance sheet and the profit and loss statement.

10. What is net profit? How is it determined?

Suggested Resources

Bolhuis, John L., Roger K. Wolff, and Ed of NIFI. The Financial Ingredient in Food Service Management. D. C. Heath and Company, 125 Spring St., Lexington, Massachusetts. 1976.

Coffman, James P. Introduction to Professional Food Service. Boston: Cahners Publishing, 1974.

Dittmer, Paul R., and Gerald G. Griffin. Principles of Food, Beverage, and Labor Cost Controls for Hotels and Restaurants. Boston: Cahners Publishing, 1976.

Kahrl, W.L. Food Service on a Budget. Boston: Cahners Publishing, 1974.

Keiser, James and Elmer Kallio. Controlling and Analyzing Costs in Food Service Operations. New York: John Wiley and Sons, 1974.

Knoll, Anne. Food Service Management: A Human Relations Approach. New York: McGraw Hill, 1976.

Kotschevar, Lendal. Management By Menu. National Institute for the Food Service Industry. 1975.

Kotschevar, Lendal. Standards, Principles, and Techniques in Quantity Food Production. Boston: Cahners Publishing, 1974.

Longree, Karla and Gertrude G. Blaker. Sanitary Techniques in Food Service. New York: John Wiley and Sons, 1971.

Stokes, John. Food Service in Industry and Institutions. Wm. C. Brown, 1973.

MODULE PRE/POSTTEST

Student_____

Managing A Food Service Operation

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

Lesson 1:

1. What are the basic management concepts governing a food service operation?

2. What is a manager's most important quality?

3. What are the responsibilities of the food service manager?

4. What are the four keys to planning?

   a.

   b.

   c.

   d.

5. Why is it important for the food service manager to know accounting principles?

6. What is the main purpose of the balance sheet?

7. What is the purpose of the flexible budget?

8. How is the U.S. Department of Public Health involved with food service operations?

9. What is the function of the Food and Drug Administration?

10. What is the meaning of sanitation in food service?

11. What is the difference between disease transmission and food poisoning?

Lesson 2:

12. What is a menu? What is its function in the food service organization?

13. Explain the differences between menus planned for commercial establishments and those planned for institutions.

14. Compare and contrast table d'hôte and à la carte.

15. Menus must function within the framework of the business or organization. List at least eight factors which must be considered in this respect.

a. e.

b. f.

c. g.

d. h.

16. Frozen peas cost $13.60 per case of 12 five-pound packages. If three-ounce portions are served, what is the cost per portion.

How would you determine what quantity of frozen peas to order for the week of November 20?

What determines the sale price of a portion of peas? How would you figure the cost of a meal which included them as the vegetable dish?

17. Other than food costs, the successful restaurant must control other expenses. List five of these controllable expenses.

    a.

    b.

    c.

    d.

    e.

18. All businesses and institutions have expenses directly related to their operation. List five of these direct operating expenses which are unique to food service establishments.

    a.

    b.

    c.

    d.

    e.

Lesson 3:

19. What is the difference between a balance sheet and a profit and loss statement?

20. Solving problems within food services calls for an objective approach. List the four steps in problem solving and explain how these are related to budgeting for food service management.

    a.

    b.

    c.

    d.

21. You ordered twenty pounds of fresh peaches for a shortcake which is to be served for dinner tonight. When your order was delivered this morning, the peaches were not included. What steps should be taken to solve this problem?

    Do you follow the same procedures as you would if you reported to work and were informed that the Teamsters Union was on strike and there would be no deliveries until the strike was settled?

22. What is the accounting equation?

23. Describe briefly the flow of accounting information. What are the principal documents used in the food service system? Who uses the financial information thus accumulated, and how?

24. As a food service manager, you will develop your budget in two basic ways: a fixed operating plan and a flexible plan. Explain (1) the difference between the fixed budget and the flexible budget and (2) why you need both.

ANSWER KEY
MODULE PRE/POSTTEST

Managing A Food Service Operation

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

Lesson 1:

1. Planning, organizing, directing, delegating and controlling.

2. Leadership ability.

3. The food service manager is responsible for middle management for preparation and service of food; keeping costs within budget; time schedules and balancing of workloads; up-dating job descriptions; enforcement of rules regarding sanitation hours and safety; care and maintenance of equipment; observation of policies and procedures, good conduct and discipline; selection and instruction of new employees; making recommendations for improvement; and keeping abreast of new and current trends in the industry.

4. a. Find time to plan.
   b. Define your objectives.
   c. Organize your plan.
   d. Carry out your plan.

5. Food service managers must plan budgets and develop systems of records and controls to maintain that budget so that the organization may exhibit a certain amount of financial health.

6. The balance sheet is a statement of financial position at any particular time and demonstrates that balance has been kept between assets on one side and liabilities and capital on the other side of the accounting equation.

7. The flexible budget allows food service organizations to adjust their expenses and activities under erratic sales conditions or in situations where historical figures are either nonexistent or spare.

8. See Kotschevar, Standards, Principles and Techniques in Quantity Food Production; and Longree and Blaker, Sanitary Techniques in Food Service.

9. Primarily, food quality regulation but also may include considerations under the Nutritional Labeling Act, Food Additives Amendment, and GRAS regulations.

10. See Stokes, Food Service in Industry and Institutions, p. 177.

11. Food poisoning is caused by bacteria which are responsible for the decay of food and the production of chemicals called toxins that are dangerous to health, while unsafe or unsanitary practices within the food service organization can contribute to the transmission of disease causing micro-organisms from one person to another through the food.

Lesson 2:

12. The word "menu" is French and means a detailed list or, in this case, an itemized list of foods. It is the central document from which almost all food service operations proceed. The job of a menu is basically to inform the patrons what is available to be served and what it costs; it informs the workers of what is to be produced and what may be ordered.

13. See Kotschevar, Management by Menu, pp. 47-48; and Stokes, Food Service In Industry and Institutions, pp. 113-126.

14. À la carte is a type of menu which is listed dish by dish with a stated price for each. Table d'hôte menus indicate that a complete meal will be obtained by ordering the entrée.

15.
a. cost
b. the patron
c. the meal
d. the season
e. the occasion
f. physical facilities
g. personnel
h. the service

Other acceptable answers are the availability of food, the quality of items produces, and the practicality of producing them.

16. See Kotschevar, Management by Menu, pp. 91-97.

17.
a. labor
b. supplies for office and cleaning
c. utilities, including heat, light, water, power, and telephone
d. services such as laundry, exterminating, garbage removol
e. repairs and maintenance on building and equipment
f. rent, taxes, insurance, and depreciation

18.
a. laundry
b. paper supplies used for food service and preparation
c. tableware replacement
d. product costs
e. waste from leftovers and pilferage

For more see Stokes, Food Service in Industry and Institutions, pp. 193-206; Bolhuis and Wolff, pp. 84-86; and Knoll, Food Service Management, pp. 145-88.

Lesson 3:

19. The balance sheet is a statement showing that assets equal liabilities plus capital and may also be called a statement of financial position. The profit and loss statement is a financial summary of business operations for a specific period and may also be called an income and expense statement.

20. a. define the problem
    b. estimate the situation
    c. take action
    d. examine the results

    For a more extensive discussion of this concept see Knoll, Food Service Management, pp. 27-61.

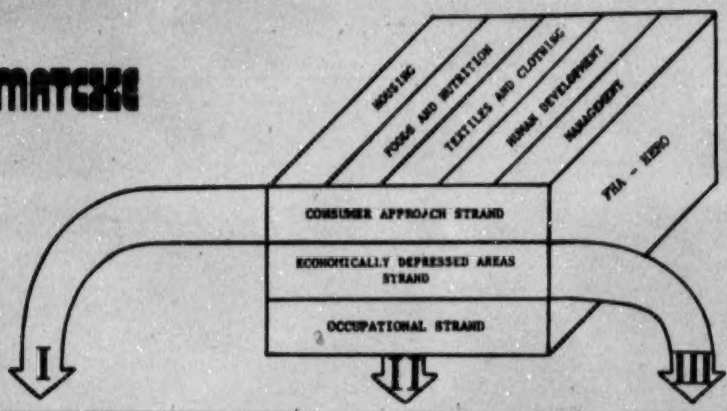
21. There are many acceptable answers to this question, but the essence of the answer should be in the application of the steps in problem solving referred to in Question 2 for this lesson. Knoll discusses large and small problems in some detail on pp. 27-61. Also see Bolhuis and Wolff, pp. 151-82, and Kotschevar, Management by Menu, pp. 244-299. The student should also realize that, even though the steps for solving large and small problems are essentially the same, the solutions to both are more easily and quickly arrived at if a contingency plan may be almost routine for the small problem of the undelivered peaches, whereas it would be much broader and more subject to re-evaluation and adjustment as time goes by.

22. Assets = Equities or in its expanded version
    Assets = Liabilities + Capital (Stockholders' Equity).

23. Bolhuis and Wolff in The Financial Ingredient discuss this in depth (pp. 79-116).

24. The flexible budget is based on two or more possible levels of sales activities, while the fixed budget is based on a single sales projection. Budgeting is a business plan expressed in monetary terms, projecting sales and costs. By the very nature of attempting to predict the future, it should be apparent that the fixed budget is quite reliable when there is a limited fluctuation in sales, as may be the case in a hospital or other institutional food service; but the flexible budget is a likely route for food service organizations that find their sales are erratic and for planners of new operations with no historical figures to guide them.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analysing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele